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ABSTRACT

This document is one of a series of student workbooks developed for workplace skill development courses or workshops by Mercer County Community College (New Jersey) and its partners. Designed to improve the English speaking and reading skills of non-English-speaking automotive component parts line operators, the course covers oral, written, reading, and comprehension skills. Grammar and spelling rules are taught, and reading passages are read and discussed. Writing assignments stress review or extensions of the concepts presented, and students are also asked to write sentences dictated to them. The materials for the 75-hour course include the following: a course outline; objectives; a topical outline; a curriculum outline; suggested references; vocabulary; and 16 lessons for English as a Second Language. Lessons consist of objectives, information, and exercises. Topics covered include understanding and applying directions, verb tenses, spelling, punctuation, clauses, adverbs, and adjectives. (KC)

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ENGLISH AS A SECOND LANGUAGE FOR AUTOMOTIVE COMPONENT PARTS LINE OPERATORS

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OVERVIEW OF WORKPLACE LITERACY PROJECT

Skills for Tomorrow, NOW

The Workplace Literacy Project resulted from a Department of Education grant, plus in-kind contributions from a partnership with General Motors Inland Fisher Guide Plant, Princeton Plasma Physics Laboratory, and St. Francis Medical Center. The project is an attempt to find solutions to the growing "skills gap" in industry today. More than 25 million Americans cannot read the front page of a newspaper. In addition, workers whose average ages are rising, must produce in a technological environment that may not have existed when they began working. This lack of knowledge makes it difficult to compete in a technologically changing workplace. Moreover, an increasing number of immigrants have entered the workforce with limited English communication skills. In response to this growing need, the Federal government provided a grant to Mercer County Community College and its partners to develop ways to enrich and expand employees' basic workplace knowledge. The aim of the project was also to improve the self-esteem of the participants.

Support for the project was solicited from all levels of company management and the unions. In addition, an advisory council, comprising key management and employees from each company determined the design, goals, and time-frame of the project. Each company provided a liaison person from their site, and MCCC hired a director to manage the program. Employee release time for classes was site-specific.

Participation in the program was voluntary. Information about classes was disseminated through company letters, flyers, union notices, notices included with paychecks, and open forums with supervisors and employees.

The ABLE test was used for normative pre and post testing. Other types of evaluations varied from course to course. MCCC counselors met with each student to discuss present and future educational objectives.

Courses were offered in reading, business writing, math, science, and English as a Second Language. In addition, there were workshops in problem solving, stress management, and other work survival skills. The curricula for the courses were customized for each worksite to be as job focused as possible.

It is our hope that this program will serve as a model for other organizations to empower their employees with the skills needed to succeed in the changing technological workplace, today and in the future.

COURSE OUTLINE

INDUSTRIAL ENGLISH AS A SECOND LANGUAGE

The course covers oral, written, reading, and comprehension skills. Grammar and spelling rules are taught. Reading passages are read and discussed. Writing assignments stress review or extensions of the concepts presented. Students are also asked to write sentences dictated to them. Students who take Level II should already have some fluency in English.

OBJECTIVES

Upon completion of this course, students will be able to:

- Read information of relevance to their work and for pleasure in English
- Write effectively in English
- Describe work problems and concerns
- Communicate effectively on the production floor and outside of work

TOPICAL OUTLINE

- Verb tense
- Question formats
- Use of the verb "to be"
- Directions/locations
- Spelling rules
- Compound sentences
- Complex sentences
- Comparatives
- Superlatives
- Gerunds and infinitives
- Possessives
- Modals
- Adverbs
- Adjectives vs. adverbs
- Causatives and permissives
- Passive and active voices
- Punctuation
- Countable and non-countable subjects
- Conditionals
- Relative clauses
- Subject/verb agreement

ESL

OTHER

- 75 hours

TEXTBOOK

Rubin, Betsy, Grammar Write Away - Book 1, Contemporary, Chicago, 1988.
Rubin, Betsy, Grammar Write Away - Book 2, Contemporary, Chicago, 1990.

VOCABULARY LIST

seat adjuster
scrap disk
door handles
assembly line
on line
in line
bi-laminates
polymers
fork lift
compensation
disability
inability
quality control
jobs bank
disassemble
reassemble
reservation
tense
tenses
fire extinguisher
conveyor belt

ESL

Lesson: 1

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Ask questions using the simple present tense verb tense.
2. Use the auxiliary verb do.
3. Use the verb "to be" in sentences and questions.
4. Use present tense negatives.

Overview
Present tense: use of "do" and "does" as helpers
Present tense question format
Verb "to be" in the present tense
Use of "who" in question - exception to the question format

A) Q/A format - using long answers and short answers yes/no:

1) Do you speak English?
Yes, I speak English.
Yes, I do.

2) Do you live in New York?
No, I don't live in New York.
No, I don't.

B) Q/A format using "or" questions:

1) Do you speak English or Italian?
I speak English; I don't speak Italian.

2) Do you drink coffee or eat lunch at 10:00 a.m.?
I drink coffee at 10:00 a.m.; I don't eat lunch.

C) Q/Q format using "key" questions:

1) Where do you live?
I live in Hamilton.

2) When does she come to work?
She comes to work at 9:00.

3) Which department do you work in?
I work in department five.

4) Which shift does he work?
He works second shift.

NOTE: This exercise is to stress the use of "do" and "does" in a simple present tense question. Also, to practice using the simple verb in the affirmative sentence without do/does: and adding the "s" to the third person singular. Lastly, this exercise is to practice using the negative "don't" when expressing a negative reply.

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QUESTIONS:
You can make questions by using the chart below. The helper verb changes, and depending on the tense, the main verb form might also change. The first chart is for yes/no questions.

Helper verb (auxiliary)	subject	verb	miscellaneous information
Do	you	speak	English?
Does	she	like	coffee?
Do	they	have	books?

Answers: Yes, I do. / No, I don't.
Yes, she does. / No, she doesn't.
Yes, they do. / No, they don't.

For "OR" questions, simply add a choice of information at the end:

Auxiliary	subject	verb	misc. info
Do	you	drink	coffee OR tea?
Does	she	speak	English OR French?
Do	they	have	a car or a van?

Answers: I drink coffee. / I drink tea.
She speaks English. / She speaks French.
They have a car. / They have a van.

Key questions: these are the big questions that we ask. They start with question words:

Question word(s)	auxiliary	subject	verb	misc.
WHEN	do	you	come	to work?
WHERE	does	she	live?	
WHY	do	they	study?	
HOW OFTEN	does	he	eat pizza?	
WHAT KIND OF DOG	do	you	own?	

Answers: I come to work at 8:00 a.m.
She lives in Hamilton.
They study to learn.
He eats pizza twice a week.
I own a great dane.

NOTE: in the simple present tense, the "S" occurs at the end of the auxiliary in the question using the third person: does. In the answer, the "s" goes at the end of the verb: she eats, he drinks, it rains.

To make questions in other tenses, change the auxiliary form and the verb form, if necessary.

ESL

Lesson: 2

Lesson Objectives:

Upon completion of this lesson students will be able to:-

1. Use the present progressive tense.
2. Use direction and location words.
3. Write questions and answers dictated to them.
4. Spell words containing the long a sound.

Present progressive tense (see following page)
Directions / locations (see following pages)
Dictation: questions and answers (below)
Spelling: long "a" sounds (below)

Dictation: To practice the Q/A format and check the placement of third person "s"; also, spelling of negative form "don't" (placement of ')

When do you come to work?
I come to work at . . .

Where does George Bush live?
He lives in the White House.

Who sits next to the teacher?
Joe sits next to the teacher.

Why does the teacher drink coffee?
She drinks coffee because she likes coffee.

What color suit does the manager wear?
He wears a blue suit.

Do you drink beer with breakfast?
No, I don't

Does the teacher bring her dogs to class?
No, she doesn't.

QUESTION FORMAT

Present progressive tense: use helper "to be" plus ING on main verb

TO BE	
I am	we are
you are	you are
he/she/it is	they are

?	HELPER	SUBJ	VERB	MISC.
Where	ARE	you	living	now?
When	IS	she	coming	to work?
What	ARE	they	eating	for lunch?
Why	ARE	you	studying	english?
How	IS	she	feeling?	
How many cars	ARE	you	making?	
What kind of part	IS	he	putting	in?

ANSWERS:

I am living	we are living
you are living	you are living
he / she / it is living	they are living

Short answers:

Yes, I am.	Yes, we are.
Yes, you are.	Yes, you are.
Yes, he is.	Yes, they are.

Short negative answers:

No, I'm not.	No, we're not.
No, you're not.	No, you're not.
No, she isn't. (she's not)	No, they're not.

Spelling: the long "a" sound

"A" plus consonant plus "E" gives the long sound

ate	ake	ape
hate	take	shape
fate	snake	tape
mate	brake	cape
grate	make	escape
plate	sake	
Kate	wake	
late	Jake	
rate		
slate		

ade	ace	age	ane
made	trace	cage	cane
shade	race	wage	dane
fade	lace	page	lane
wade	mace	sage	mane
trade	pace		sane
invade			plane
			insane

Directions

Prepositions and expressions:

in the middle of
in the corner of
next to / near
above / below
in / on
on the left / right
between
in front of / behind
under
on top of

The table is in the middle of the room.
We work next to Mr. Lewis' office.
The car is on the production line.
The wheel is in front of the driver's seat.

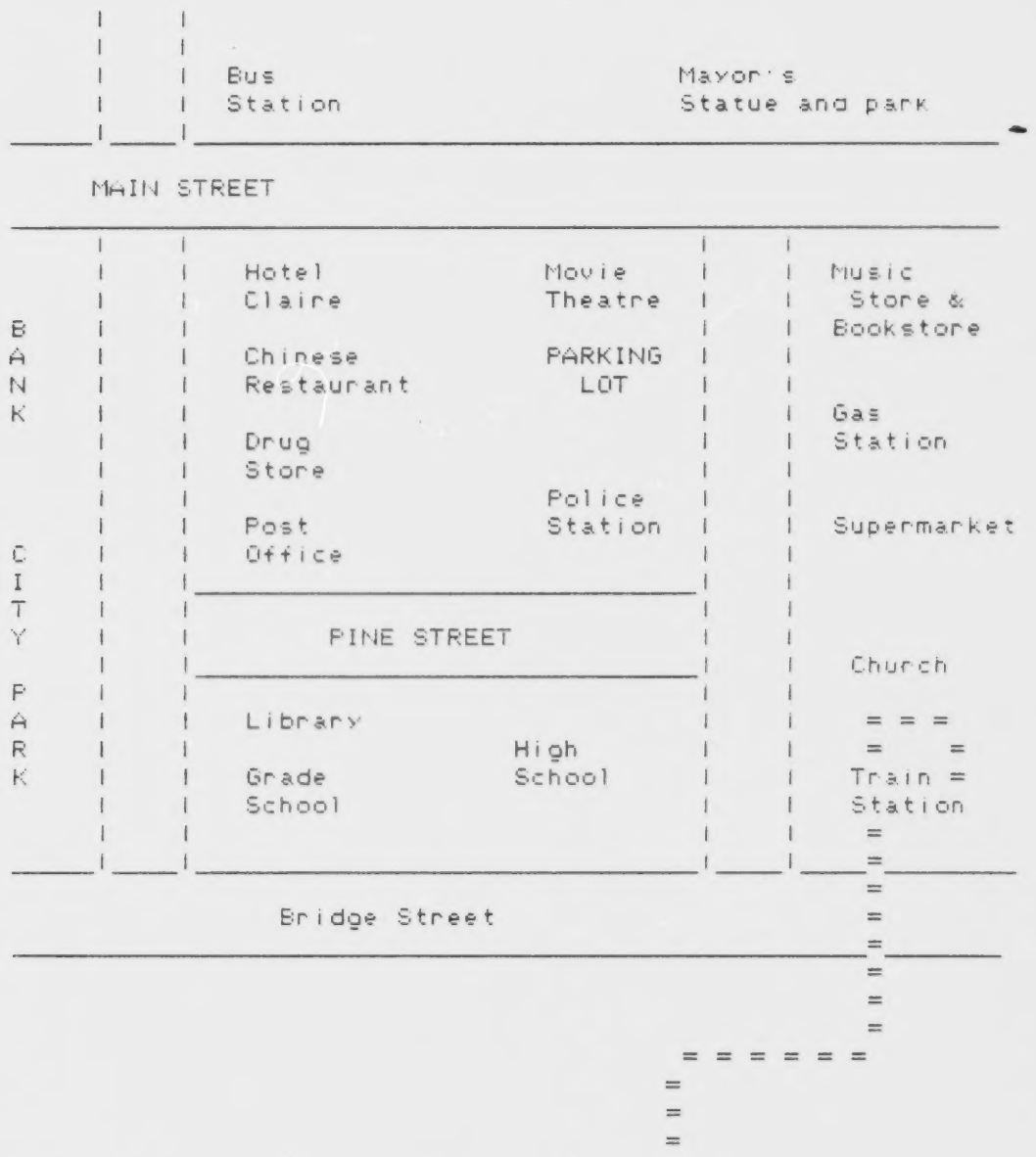
Q/A
Where is the pencil? It is under the book.
Where is the teacher? She is in front of the board.
Where is Mr. Lewis' office? It is next to the employment office.

Street directions:

Prepositions and expressions:

in front of
next to
between
behind
on the left / right
straight ahead
turn left / right
on ____ street
on the corner
at the corner of ____ and ____ streets
opposite
across the street from

MAP:


Bus
Station
Mayor's
Statue and park
MAIN STREET
Hotel
Claire
Movie
Theatre
Music
Store &
Bookstore
BANK
Chinese
Restaurant
PARKING
LOT
Gas
Station
Drug
Store
Police
Station
Post
Office
Supermarket
CITY
PINE STREET
PARK
Church
Library
High
School
Grade
School
Train
Station
Bridge Street

ESL

Lesson: 3

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences using the present progressive and words containing long a sounds when dictated to them.
2. Understand the difference between the present progressive and simple present tense and correctly use both.
3. Read, discuss, answer questions, and write a response to a given selection.
4. Spell words containing the long o sound.

Lesson #3 3.2

Present progressive vs. simple present (see below)
Reading: "Edward's Dream"
Writing practice: sentences using present prog. and simple present
Spelling: long "o" sound
Dictation: present progressive

Dictation: present progressive and review of long "a"

I am looking at page 10.

Joe is sitting next to me.

We are not smoking, but we are eating cookies.

They are sharing the pizza.

She is taking her tray to the next table.

I am not standing in front of the blackboard.

Present progressive vs. simple present:

I speak Italian, but I am speaking English now.

I drink milk, but I am drinking coffee now.

He wears a suit to work, but today he is wearing jeans.

* * *

Q/A: review of the two tenses' question formats

Yes/No

DO you wear jeans on the weekends?
Yes, I do.
No, I don't.

ARE you wearing jeans now?
Yes, I am.
No, I am not.

DOES Chris speak Portuguese?
Yes, she does.
No, she doesn't.

IS she speaking Portuguese now?
Yes, she is.
No, she isn't.

DO they smoke cigarettes?
Yes, they do.
No, they don't.

ARE they smoking now?
Yes, they are.
No, they aren't.

Key questions:

What DO you wear to work (everyday)?

What ARE you wearing today?

What kind of magazines DO you read?

What kind of magazine ARE you reading now?

Where DOES Kathy usually sit?

Where IS Kathy sitting now?

Reading: Edward's Dream
Review of vocabulary and structures.

Writing practice: What are you dreaming about doing?
Ex: I am dreaming about going to Hawaii. In my dream, I am sitting on the beach. The waiter is bringing me a cold beer. I am listening to the waves.

SPELLING 3.4

Long "o" sound

"O" plus a consonant plus "E"

ote	ope	one	oke
vote	nope	tone	joke
tote	rope	bone	poke
wrote	hope	cone	awoke
note	cope	zone	spoke
	dope	phone	broke
		alone	woke

ose	ole
hose	pole
nose	role
pose	hole
dose	stole
rose	

ESL

Lesson: 4

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Read, discuss, answer questions, and write a response to a story about a place.
2. Write sentences containing long o words dictated to them.
3. Identify nationalities.
4. Spell words containing the long i sound.
5. Use continuous verb forms.

LESSON #4

Continuous verb forms
Nationalities
Reading: New York story
Dictation: review of spelling sounds
Spelling: long "i" sounds

Reading: New York (see attached)

Writing: My town -- using an intro/body support/concl.

Introduction: My town is a <u>crowded</u> town. (fill in the blank)

Body (example): My town has 3 movie theatres. Also, my town has a shopping mall. In addition, there is a big supermarket.

Conclusion: In conclusion, I like/dislike my town because it is very busy.

Dictation: long "O"

He snores at night, but he jokes about it.

We vote for the president in November.

The North Pole is not a warm zone.

His role is to poke the fire.

They hope for more rope.

The cone broke and the ice cream fell to the floor.

Nationalities:
What country are you from? I am from France.
What nationality are you? I am French.

	Adding IAN and AN
Africa	African
America	American
Belgium	Belgian
Brazil	Brazilian
Canada	Canadia
Europe	Eurpoean
Germanay	German

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Hungary	Hungarian
India	Indian
Italy	Italian
Mexico	Mexican

Adding ISH

England	English
Ireland	Irish
Poland	Polish
Scotland	Scottish
Spain	Spanish
Sweden	Swedish

Adding ESE

China	Chinese
Japan	Japanese
Vietnam	Vietnamese
Nepal	Nepalese
Lebanon	Lebanese

ODDBALLS:

France	French
Israel	Israeli
Norway	Nordic
Pakistan	Pakistani
Switzerland	Swiss

SPELLING: Long "i" sound

ire	ice	ide	ine
fire	mice	hide	line
wire	lice	side	fine
tire	nice	pride	wine
hire	price	glide	pine
retire	vice	ride	dine
desire		stride	mine
			incline
			decline
			refine

ile	ime	ipe	ite
pile	dime	pipe	bite
tile	crime	ripe	kite
while	time	wipe	mite
smile	lime	stripe	site
mile		gripe	white

Continuous (progressives) : review present progressive

I am going.
You are going.
He/she/it is going.

We are going
You are going.
They are going.

Introduce past progressive:

At 2:00 yesterday, I was studying english.
He was working on the line.
She was checking the seat adjusters.

What were you doing at that time yesterday?
I was going home at that time.

What were you doing last night?
(I was watching television at 8:00, and at 9:00 I was getting ready for bed.)

What were they doing during the movie?
(They were talking during the movie.)

HELPER: past tense "to be"
VERB: verb plus ING

ESL

Lesson: 5

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the past progressive.
2. Write countries and nationalities dictated to them.
3. Read, discuss, answer questions, and write a response to a passage about names.

LESSON #5

Past Progressive - review and practice
Review New York story: vocabulary
Dictation: spelling sounds / nationalities
Reading: Names (part 1)
Writing: the meaning of names -- what does your name mean?

Dictation:

He comes from _____. He is _____.

China	France
India	Brazil
Switzerland	Poland
Italy	Hungary
Spain	Japan
Europe	Canada

Writing in response to the first part of reading:
What does your name mean? Were you named after someone?

Ex:
My name means "song." It is an old name in my family.

PAST PROGRESSIVE

1) Yesterday, he _____ all day.
(to work)

2) We _____ in this classroom.
(to sit)

3) The mechanics _____ the broken machine.
(to fix)

4) _____ you _____ lunch at noon?
(to eat)

5) I _____ the part, but I _____
_____ the whole unit. (to test)

6) She _____ at the desk when the phone rang.
(to sit)

7) We _____ to work when we saw the accident. (to drive)

8) The foreman _____ the schedule when I asked him for time off. (to make)

9) The part _____ on the line when it fell off. (to fall)

10. Those other workers _____ during the meeting. (to talk)

ESL

Lesson: 6

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use simple present, present progressive, and past progressive tenses when appropriate.
2. Construct compound sentences.
3. Spell words containing the long e sound.
4. Read, discuss, and answer questions about a passage about names.

LESSON #6

Present tense vs. present progressive vs. past progressive
Compound sentences
Spelling: long "e" sound
Reading: names (part 2)

Review of tenses to date:

I go
I am going
I was going

He drinks
He is drinking
He was drinking

Compound sentences -- 2 independent clauses joined by the following conjunctions: and, or, but, yet, so, for, nor

Examples:
I go to the store. I buy a lot of groceries.
I go to the store, and I buy a lot of groceries.

He eats a lot of pizza. H doesn't get sick.
He eats a lot of pizza, but he doesn't get sick.

They want to go to Hawaii on vacation. It is beautiful.
They want to go to Hawaii on vacation, for it is pretty.

He had no time. He watched the movie.
He had no time, yet he watched the movie.

Writing practice: write a paragraph about a typical weekend using three compound sentences in the body.

Example:

Every weekend I go fishing. My kids don't like to go fishing, so they stay home with my wife. Also, I like to go to the park on Sundays, for there are a lot of birds for mme to watch.

---

long "e" sound

ese	ete	ene
Chinese	meter	scene
Vietnamese	Peter	
Japanese	compete	
these		

- - - - - -

also get the long E sound with EA

eat	ease	eak
cheat	please	leak
meat	lease	beak
beat	tease	sneak
neat		peak
seat		speak
heat		
treat		

- - - - - - -

also get the long E sound with EE

eed	eel	eet
seed	feel	meet
need	peel	beet
feed	heel	greet
deed	kneel	feet
heed	wheel	
weed		

- - - - - - -

be careful of these sets of words:

meet / meat

feet / feat

beet / beat

ESL

Lesson: 7

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the simple past tense.
2. Form questions in the simple past tense.
3. Use did and didn't correctly.
4. Add "ed" and "ing" endings to words.
5. Write a paragraph using the simple past tense.

LESSON #7

Simple past tense: use of DID and DIDN'T
Spelling: suffixes "ed" and "ing"
Writing practice: Summary of weekend

Simple past tense: using the original verb question format chart, replace "DO" with "DID" to form questions in the past tense. Using "ED" past tense form for regular verbs.

Handout: irregular verb forms

Q/A format

Did you walk to the lunchroom?
Yes, I walked there.
No, I didn't walk there.

Writing practice: after working through several verb forms on the irregular verb list (reviewed first by the class), write a paragraph using those verbs about what you did this weekend.

Example:
I went to the store. I watched TV. I didn't go to NY.

Spelling: doubline consonants when using "ed" and "ing"

shop	shopping	shopped
hop	hopping	hopped
stop	stopping	stopped
run	running	ran (iregular)

compare: hopping vs. hoping
mopping vs. moping

QUESTION FORMAT

PAST tense: use helper DID

I did	we did
you did	you (plural) did
he / she / it did	they did

?	HELPER	SUBJ	VERB	MISC.
Where	DID	you	live?	
When	DID	she	come	to work?
What	DID	they	eat	at noon?
Why	DID	you	study	english?
How	DID	you	like	your job?
How many dogs	DID	he	have?	
What kind of car	DID	he	have?	
How often	DID	they	have	class?

ANSWERS: add "ED" to verb for regular verbs

I lived	we lived
you lived	you lived
he / she / it lived	they lived

For irregular verbs, see the irregular verbs handout

PAST TENSE

1) He _____ for three hours!
(to talk)

2) They _____ the new TV program.
(to watch)

3) I _____ my car in the visitor lot.
(to park)

4) Even though she was working, she _____
to the radio. (to listen)

5) The inspector _____ the controls.
(to adjust)

6) We _____ the parts for the job.
(to pick)

7) Unfortunately, we _____ the right parts for the job. (to pick - negative)

8) The managers _____ on time. (to arrive)

9) Last week, we all _____ 40 hours. (to work)

10) You _____ the newsletter yesterday.
(to receive)

IRREGULAR VERBS

VERB	Simple past	Past participle
to awake	awoke	awoken
to be	was	been
to break	broke	broken
to choose	chose	chosen
to come	came	came
to drink	drank	drunk
to eat	ate	eaten
to fly	flew	flown
to give	gave	given
to go	went	gone
to have	had	had
to keep	kept	kept
to know	knew	known
to make	made	made
to put	put	put
to read	read	read
to say	said	said
to see	saw	seen
to sell	sold	sold
to sit	sat	sat
to sleep	slept	slept
to speak	spoke	spoken
to spend	spent	spent
to take	took	taken
to tell	told	told
to write	wrote	written

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ESL

Lesson: 8

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the simple past and past progressive tenses when appropriate.
2. Construct complex sentences.
3. Read and answer questions about a schedule.
4. Spell words containing double consonants.
5. Use comparatives.

LESSON #8

Simple past vs. the past progressive
Complex sentences
Schedule review
Writing: What is my schedule?
What was I doing yesterday?
Spelling: double consonants
Comparatives

Reading: the schedule sheet
Using the simple past and past progressive:
What was David doing at 2:00 yesterday?
Who was his teacher at 1:00?

Comparatives

adding ER to words:

bigger	shorter	changing Y to I
cheaper	poorer	easier
older	richer	busier
younger	smarter	lazier
taller	louder	prettier

He is taller than I am.
She is older than he is.
We are busier in department 5 than they are in department 2.
You are younger than she is.

- - -

BIG WORDS:

More expensive than	less expensive than
More difficult than	less difficult than
More likely than	less likely than

A Porsche is more expensive than a GM car.
A steak is less expensive than a lobster.
English is a more difficult language than French.
My boss is more likely to ask me to stay.
It is less likely to snow in April.

- - - - -

IRREGULARS:

good ---- better

bad ---- worse

Cold pizza is worse than hot pizza.
Winning the lottery is better than working.

PAST PROGRESSIVE with SIMPLE PAST : use of when / while

I was eating <u>when</u> . . . the phone rang.

She was working <u>when</u> . . . the machine broke.

The phone rang . . . <u>while</u> I was eating.

The machine broke . . . <u>while</u> she was working.

COMPLEX SENTENCES

subj. + verb (simple sentence)

I go to work.

subj. + verb + , conjunction + subj. + verb (compound)

I go to work, but I feel tired.

subj. + verb + subord. conj. + subj. + verb

I go to work even though I feel tired. (complex)

MAIN DEPENDENT

I go to work although I feel tired.

MAIN DEPENDENT

NOTE: verb tenses must be consistent

I WENT to work even though I FELT tired.

Practice using these subordinating conj.: although, even though, since, because, when, before, after, while

Spelling: double consonant sounds

butter	letter	teller	summer
better	litter	taller	simmer
bitter	latter		
bitter		caller	
		cellar	
sitter	matter		
setter	mutter		

ESL

Lesson: 9

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences containing comparatives dictated to them.
2. Use superlatives.
3. Use comparatives with quantities.
4. Read, discuss, answer questions about a passage about educational systems.
5. Write a paragraph comparing two educational systems.

Superlatives
Reading: education in the U.S.
Writing: comparing the education system in your native country with that of the U.S.
Dictation: comparatives

Dictation:

Today is colder than yesterday.

NJ is smaller than Texas.

A house is more expensive than an apartment.

A state college is less expensive than a private college.

French is easier than English.

Chinese is more difficult than French.

Superlatives: the most / est

Adding "est" to words to get the superlative, and using "the"

the oldest	the biggest	changing Y to I
the youngest	the smartest	the easiest
the tallest	the cheapest	the busiest
the smallest	the shortest	the prettiest

using "the most" plus longer words:

the most expensive
the most popular
the most likely
the most difficult

using "the least" plus longer words:

the least expensive
the least difficult
the least prepared
the least qualified

good --- better --- the best
bad --- worse --- the worst

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Comparitives with QUANTITIES:

more money	the most money
less money	the least money

but . . .

fewer children	the fewest children

(using few/fewer with countable nouns)

Reading: Education in the U.S.
Writing: in a single paragraph, compare and contrast the educational system in your native country with that of the U.S. For example:

In Poland, we have more difficult math classes. In the U.S., there are shorter tests. Also, in Poland we have fewer breaks during the class.

Worksheet:

1) Paul has three sisters. Ted has two sisters. George has five sisters.

George has _____ Paul.

Paul has _____ George.

Ted has _____ Paul and George.

George has _____.

Ted has _____.

2) A Honda costs $18,000. A Horizon costs $7,000. A Porsche costs $35,000.

The Honda is _____ the Horizon.

The Horizon is _____ the Honda.

The Porsche is _____.

The Horizon is _____.

3) Ann drinks 2 cups of coffee everyday.
Tom drinks 3 cups of coffee everyday.
Chris drinks 7 cups of coffee everyday.

Using coffee:

Chris drinks _____ Ann.

Ann drinks _____ Tom.

Chris drinks _____.

Ann drinks _____.

Using cups:

Ann drinks _____ Tom.

Chris drinks _____ Tom.

Ann drinks _____.

Chris drinks _____.

ESL

Lesson: 10

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present perfect tense.
2. Write sentences containing superlatives dictated to them.
3. Read, discuss, answer questions about, and write a response to a passage about population planning.
4. Use gerunds and infinitives.
5. Use possessives.

Present Perfect verb tense (see following sheet)
Dictation: superlatives
Reading: world population (prefixes: over, under)
Writing: on world population (pro's and con's)
Verbs plus gerunds / infinitives
Possessives (see following sheet)

Dictation:

This is the easiest math test I have ever taken.

Biology is the most difficult course I have ever taken.

My bedroom is the most comfortable room in my house.

My attic is the least comfortable room in my house.

I have the fewest number of students in my Russian history class.

I have the largest number of students in my American history class.

The best vacation I ever had was to Bermuda.

The worst vacation I ever had was to Disneyland.

Reading: Family size and economic development
Writing: What are the advantages and disadvantages of overpopulation and of underpopulation?

Verbs that are followed by ING forms (verbs):

I enjoy dancing.
I advise taking aspirin.
They recommend sitting up front.
He dislikes wearing suits.

Verbs that take infinitives in following verbs:

We hope to pass the test.
She plans to visit NY.
They wish to deposit their checks.

Verbs that take either ING or infinitives in following vbs:

I prefer to eat yogurt. / I prefer eating yogurt.
We like to skate. / We like skating.
They hate to shop. / They hate shopping.

Verbs with a meaning change:

I stopped smoking vs. I stopped to smoke.
He went on to talk vs. He went on talking.

POSSESSIVES

my book / mine

your book / yours

her book / hers
his book / his

our book / ours

your book / yours

their book / theirs

Use possessives for things you own: This is my car.
NOTE: If you take out "car," you just say the following:
This is mine.

That is her book.
That is hers.

This is our room.
This is ours.

Also, use possessives for "ing" words that come after such verbs as "mind, prefer, like, enjoy."
For example: Do you mind HIS smoking?
I prefer HER not talking in Spanish.
He likes THEIR studying so hard.
La-La-La. Do you enjoy MY singing?

BE CAREFUL!!

<u>There</u> = place, location
The book over there is not mine
There is a lot of work on the table.
There are many crazy drivers in NJ.
Who put the computer there?

<u>Their</u> = possession
This is their computer.
Their dog is not here: he is over there. (see difference)
Their smoking bothers me.

<u>They're</u> = they are
They're happy to be working at St. Francis.
They're studying in the scheduling office.

Example using all three: They're not sure where they put their books, but they think their books are over there.

ESL

Lesson: 11

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present perfect or simple past tense when appropriate.
2. Write sentences using the present perfect tense when dictated to them.
3. Use modals when asking questions.
4. Read, discuss, answer questions, and write a response to a passage about personality types.
5. Spell words containing ee/ea and oo/ou.

Present perfect tense vs. the simple past
Modals
Card game using the tenses so far
Dictation: present perfect
Spelling: "ee" and "oo" sounds
Reading: Types
Writing: What type are you?

Present perfect vs. simple past

Have you ever gone to NY?
Yes, I have.
When did you go?
I went last month.

Have you ever met Ruth?
Yes, I have.
When did you meet her?
I met her last year.

Using both in a complex sentence with "since":

I have lived in NJ since 1960. (I was born in 1960)
I have lived in NJ since I was born.

He has been sick since last month. (He got the flu then)
He has been sick since he got the flu.

They have known each other since 1977. (They met in 1977)
They have studied English since classes started.

Dictation:

I have not eaten lunch yet, but I have drunk 3 cups of coffee.

They have spoken to the manager, and the manager has asked for a meeting.

We have known Carol since classes started.

He has given us enough chalk to last the week.

She has taken the test three times this week.

How long have you known Gladys?

How long have you lived in NJ?

Modals: using the question format sheet, make questions replacing the helper with modals -- can, may, might, should, must, and have to

Can you speak English? Yes, I can. / No, I can't.
Should you come to work late? No, I shouldn't.
I have a headache. What should I take? You should take aspirin.
They must not smoke in class, but they can smoke in the hallway.

Reading: Types
Writing: What type are you? A or Z?

Card Game: break into pairs. Each card has question information on it. The person picking the card must use the information on the card to make a correct question. His/her teammate must answer correctly (using the same verb tense). If both Q and A are correct, then that team gets 2 points; if only the question is correct, then that team gets 1 point.

Spelling : EE/EA and OO/OU sounds

ee		ea	oo		ou
meet	--	meat	wood	--	would
beet	--	beat	hood		should
deer	--	dear	stood		could
week	--	weak	book		
heel	--	heal	look		
peel	--	peal	took		
			foot		
greet		treat			
fleet		neat	oo = ooooo		
		meal	cool		
		seal	spool		
		deal	fool		
			tool		

ESL

Lesson: 12

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences dictated to them that review modals and spelling words.
2. Understand the different meanings conveyed by negative modals.
3. Use the future form - "going to" - correctly.
4. Construct questions using the future tense.
5. Use adverbs of frequency in the simple present tense.
6. Use comparative adverbs.
7. Discuss, answer questions about, and write a response to a schedule listing television programs.

Future tense: going to
Reading: TV pages
Modals - difference in negative meanings
Adverbs of frequency / and using LY
Adjectives vs. adverbs
Writing: good TV shows / bad TV shows
Dictation: modals and spelling words

Dictation: modals and spelling

They planned to meet at the meat counter.

He would bring the wood on the camping trip.

She can bring her car beck to the mechanic, but she has to leave it there until tomorrow.

The mechanic shouldn't loose his tools.

We got lost because we couldn't find the maps.

We have many deer in our yard, and they are dear to me.

He has felt weak all week long.

Modals - difference in negative meanings

Must not = don't have to

I must not smoke (it is prohibited)
I don't have to come to work (it's not necessary)

We must not steal money (it's prohibited)
He doesn't have to steal money (it's not necessary)

Going to = future

We are GOING TO visit him in the hospital.
She is GOING TO pick me up at the airport.
You are not GOING TO drive all the way to NY by yourself.
We are GOING TO go to the store in a few minutes.

Question format:

When are you going to go to the store?
Where are they going to have lunch?

Adverbs (see following worksheets)
Adverbs vs. adjectives:

She is a good typist. She types well.

What kind of typist is she? How does she type?

He is a bad writer. He writes poorly.

What kind of writer is he? How does he write?

They are quick skiers. They ski quickly.

What kind of skiers are they? How do they ski?

Adverbs have "ly" at the end, except for those in the exceptiion list on the following sheet

---

Reading: TV section using GOING TO
Writing: Good TV shows / bad ones
good actresses and actresses who act well

Fill in the chart below. Then answer the following questions:

Type of program	How often?	Favorite show?	Time?
sports program	*always*	*Monday Night Football*	*Monday/9 p.m.*
comedy program			
news program			
quiz program			
talk program			
adventure program			
old movie			
sports program			
educational program			

1) What kind of program do you watch the most?

2) What kind of program do you watch the least?

3) What are you going to watch tonight?

4) When are you going to watch a sports program?

5) When are you going to watch an old movie?

ESL

Lesson: 13

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use causatives and permissives.
2. Use the future form -will- correctly in sentences and questions.
3. Write a paragraph using the future tense.
4. Spell words containing ai and ei.

Causatives and permissives
Future: will
Spelling: Ai and ei sounds

Permissives:

I let my children stay out until 9:00.
I don't let my daughter go to parties alone.
GM lets me take classes.
GM doesn't let me smoke in the classroom.

Question format:

How late do you let your children stay out?
Who lets you smoke?
When will you let your son vote?
Why don't you let your daughter drive?

Causatives:

I have the mechanic fix my car. (active)
I have my car fixed by the mechanic. (passive)

I get the hairdresser to cut my hair. (active)
I get my hair cut by the hairdresser. (passive)

The government makes me pay taxes.
I make my children do their homework.

Question format

WILL - future

Using the initial question format chart, how to make questions concerning the future

When WILL you go home?
I will go home at 3:00.

Will you go to the post office?
No, I won't go there.

Writing practice: What will you do this weekend?

Spelling: AI and EI sounds

AI		EI
pair	(pear)	deceive
snail		receive
nail		their
mail	(male)	
tail	(tale)	
sail	(sale)	
rail		
fail		
hail		
wait		

Worksheet: will / won't

1) He _____ ten minutes for the part to arrive at his station. (to wait)

2) They _____ to their supervisor after lunch. (to talk)

3) Because she has no time, she _____ for the meeting after work. (to stay)

4) I _____ you at lunch because I am going out for lunch today. (to see)

5) Because Joe is health conscious, he _____ cola, but _____ bottled water.

6) The mechanic says my car _____ by noon today. (to be ready)

7) I _____ for the mechanic, but I _____ for the towing. (to pay)

8) We _____ next week to talk about the changes in the schedule, but we _____ to talk about the blood drive. (to get together)

ESL

Lesson: 14

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences dictated to them that review the use of will, going to, and causatives.
2. Understand the difference between the active and passive voice.
3. Read, discuss, answer questions about, and write a response to a passage about the ways people are judged.
4. Use quotation marks.
5. Use "to" and "too" correctly.

Passive and active voices
Dictation: will and going to / causatives etc.
Reading: Can people be judged?
Writing: How else can people be categorized?
Punctuation: quotation marks (see following sheets)
Spelling: to / too / two

Dictation:

We are going to finish reading this chapter.

They will not take their children to Atlantic City.

You are not going to have enough time to eat lunch.

I let my husband use my car, but I don't make him put gas in it.

She makes her children clean their rooms, but she doesn't get them to clean the kitchen.

He gets the dry cleaner to clean his suits once a month.

Active vs. passive - all tenses

The teacher closes the door.
The door is closed by the teacher.

The teacher closed the door.
The door was closed by her.

The teacher has closed the door.
The door has been closed by her.

etc....

Reading: Can we judge people by appearance?

Writing practice: How else can we judge them?

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To vs. too

1) to
I go to the store.
Give the book to Kathy.
We like to drink coffee.

2) too
He is too tired.
It is too late.
That is too much pasta.

3) to / too
He is too tired to drive.
They are too young to vote.
That is too much pasta for me to eat.

4) two = the number
I have two friends.
My two dogs always bark.
There are two ways to get to Newark.

Turn the active sentences to passive:

1) GM manufactures cars, jeeps, and minivans.

2) The United States grows corn, wheat, and oats.

3) The Italian bakery makes pastries and bread.

4) The secretary makes the coffee every morning.

5) The workers assemble the parts at the plant.

Answer these questions:

1) What is the table made of?

2) What are your shoes made of?

3) Where was your car made?

4) When was your house built?

5) Where were you born?

6) What is the teacher's sweater made of?

ESL

Lesson: 15

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Use the present and future tenses in complex sentences.
2. Identify subjects that are always singular.
3. Identify countable and non-countable subjects and objects.

Lesson #15

Present and future together
Subjects: everything, nothing, something, etc.
Countable and non-countable subjects/objects (see sheets)
Reading: The rewards of living a solitary life
Writing: Pres. and future tenses in complex sentences

Present and future: complex sentences

When I GO to the airport, I WILL get my ticket.

Before he GETS on the plane, he WILL show his boarding pass.

After the plane TAKES off, he WILL smoke.

If I FLY to Florida, it WILL take two hours.

If I DRIVE, it WILL take three days.

SUBJECTS THAT ARE ALWAYS SINGULAR

everyone	everybody	everything	every
anyone	anybody	anything	any
someone	somebody	something	
either (one)	neither (one)		
no one	nobody	nothing	

NOTE: "some" is plural when used with countable nouns:
Some books ARE on the table.
Some money IS on the table.

* * * *

Either Noncount or Plural	Only Noncount	Only plural
a lot of	a little	a few
some	much	many
any	an amount of	a number of
more	less	fewer
most		
least		

Worksheet: countable and noncountable items

1) I bought a _____ apples at the store. (few / little)

2) How _____ rooms do you have in your house? (many / much)

3) How _____ suitcases are you carrying? (much / many)

4) How _____ luggage are you carrying?

5) Can I borrow a _____ dollars until payday? (little / few)

6) I need _____ aspirin for my headache. (some / any)

7) Do you have a large _____ friends? (amount of / number of)

8) He drinks a big _____ coffee. (amount of / number of)

9) They will take _____ time finish the project than we will. (fewer / less)

10) They will take _____ hours to finish the project than we will. (fewer / less)

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Worksheet: choose either a plural count noun or a noncount noun to go in the blank. Look at the work before the blank to decide what kind of noun goes there.

1) He doesn't have any _____.

2) You have a few _____.

3) They ate some _____.

4) I found a number of _____ in the closet.

5) Can you pour me a little _____?

6) How many _____ did he buy?

7) I lost an amount of _____.

8) How much _____ did they save?

9) How many _____ did they spend?

10) I don't want any _____ from him!

ESL

Lesson: 16

Lesson Objectives:

Upon completion of this lesson students will be able to:

1. Write sentences dictated to them that review subject/verb agreement.
2. Use relative clauses.
3. Use the conditional.
4. Use correct helping verbs.
5. Use the verb "be" correctly.

Conditionals (see sheet attached)
Verb tense review
Relative clauses
Dictation: sub. and vb. agreement

Dictation: sub. and vb. agreement

Her new glasses are blue, but her old pair was black.

No one has any idea how hard it is to learn Chinese.

Everyone gets used to the new schedule, but no one wants to work the late shift.

The coffee is cold, and the cups of tea are lukewarm.

Both of the students are sitting, but neither of them is wearing a hat.

Relative clauses:

The teacher who is sitting has brown hair.

essential relative clause

Carol, who is sitting, has brown hair.

non-essential relative clause --- use commas

The neighbor who has a blue house is French.

Joanne, who has a blue house, is French.

The book that is on the table is blue.

Webster's Dictionary, which is on the table, is blue.

CONDITIONALS

Present real conditional:

If + present tense, (then) + future tense.

If I go to New York, I will see the Empire State Building.
If he walks 10 miles, he will be tired.
If they buy a German car, they will pay a lot of money.

Present unreal conditional:

If + past tense, (then) + would/could

If I had money, I would travel.
If he ate a whole pizza, he would be sick.
If they learned Italian, they could go to Italy.

TO BE: always use "were" in the IF clause of a present unreal conditional:

If I were Princess Diana, I would live in a palace.
If I were you, I would talk to the boss.
If he were rich, he would buy a yacht.

Past unreal conditional:

If + past perfect, (then) + would have / could have

If I had lost my wallt, I would have called the police.
If they had bought a new car, they wouldn't have had all that trouble with the used one.
If we had studied French, we could have learned how to speak French.

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Worksheet: conditionals
Finish the following sentences.

1) If I were rich, . . .

2) If I needed your help, . . .

3) If I had been sick last week, . . .

4) If I hadn't missed that party, . . .

5) If we had eaten a big lunch, . . .

---

1) I would lend you money if . . .

2) She could buy a house if . . .

3) I would move to a new place if . . .

4) She would have been if . . .

5) They would have been fired if . . .

6) They wouldn't have been fired if . . .

7) I would have helped you if . . .

8) You could see the doctor if . . .

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